

# College Pre-School

Inspection report for early years provision

---

**Unique reference number**

EY393132

**Inspection date**

20/10/2009

**Inspector**

Lisa Paisley

**Setting address**

Thurrock & Basildon College, Nethermayne, BASILDON,  
Essex, SS16 5NN

**Telephone number**

0126 8533478

**Email**

collegepreschool@hotmail.com

**Type of setting**

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

College Pre-School is one of three settings operated by Kingswood Pre-School. The setting opened in 1993, changing ownership for the third time in 2009. It operates from a converted bungalow within the grounds of the Thurrock and Basildon College, Essex. All children share access to a secure outdoor play area. A maximum of 20 children may attend the provision at any one time. The setting is open five days a week, from 8.00am until 6.00pm all year round, with the exception of Christmas and Bank Holidays.

There are currently 30 children aged from birth to five years on roll. Children aged three and four years receive funding for early education. Children attend for a variety of sessions and the provision serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or English as an additional language.

This provision is registered by Ofsted on the Early Years Register

The setting employs four staff, of whom three including the manager hold appropriate early years qualifications. There is one staff member currently working towards a recognised early years qualification. The setting receives support from the local authority and the Pre School Learning Alliance (PSLA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are progressing at a suitable level as the staff have a secure understanding of the Early Years Foundation Stage (EYFS), early childhood development and how children play and learn. Children are happy and settled at the provision as they enjoy activities and play experiences that are provided. The provision has been successful in establishing working partnerships with both parents and others to ensure continuity of care for all the children. All the staff work hard to develop both action plans and reflective practice to ensure continuous improvements are an integral part of the provision.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve sleeping arrangements for babies and minimise further risks to young children, this relates to the nappy changing unit
- continue further to develop activities, resources and play equipment across all areas of learning
- develop routines further to support children's individual interests and developmental needs
- continue to develop the outdoor area so that it is an integral part of planning

and daily routines.

## **The effectiveness of leadership and management of the early years provision**

The management team and all the staff have a secure understanding of their role and responsibilities and all those involved in the provision have a strong commitment and enthusiasm to improving outcomes for children. Documentation is suitably organised to promote the efficient and safe management of the provision. Policies and procedures are individual to the setting as they reflect the practice of the staff team and are satisfactorily maintained. All required child protection policies and procedures are in place and this includes details regarding procedures to take in the event of an allegation being made against a staff member. Suitable staff recruitment and induction procedures are in place and proactive steps have been taken to develop team work to ensure all staff are fully supported in their role. Children are suitably protected because staff undertake daily risk assessments and ongoing visual checks during the day, however, further assessment is required in relation to the suitability of the baby changing unit. Staff are vigilant about the security of the children, as arrival and collection procedures are implemented and visitors to the premises are checked for their identification badge and recorded in the visitors book, to further safeguard children.

The staff team are beginning to work well together and key roles and responsibilities have been identified to further support staff's effectiveness and they are keen to continue with their ongoing professional development. Self-evaluation is being developed and systems have been implemented to include staff, and parents and children's views are also valued. The provision has identified areas for improvement such as, developing the outside area and obtaining more information technology equipment. All areas of the setting are suitably used by the staff team to plan and organise activities, however, the designated sleeping area for babies is not always favourable to ensure babies have a restful sleep. Staff have a clear understanding of their role in promoting equality and diversity as activities; routines and resources are in place to support all children. The provision has a suitable range of activities; resources and play equipment, however could be further developed to effectively promote children's play and learning experiences.

Engaging with parents and carers is a good aspect of the provision as staff recognise and value the importance of parents' role as being integral to the well-being of the children in their care. The procedures for involving parents are successful in keeping parents fully informed of their children's well-being and development. Parents' views are actively sought through the admissions process and this is ongoing through meaningful exchanges with the parents. Parents are keen to express their satisfaction and say they are pleased with the care, learning and overall progress of their child and they feel that their child is safe and valued as an individual at the setting. Partnerships with others have been established, for example, the area Special Educational Needs Co-ordinator (SENCO), and other settings that deliver the Early Years Foundation Stage (EYFS), promoting continuity of care for all children.

## **The quality and standards of the early years provision and outcomes for children**

The provision for promoting children's learning and development is satisfactory. A strong aspect of the provision is the focus on the children's emotional well-being and confidence, to ensure all children are settled and secure within the play and learning environment. Planning and assessments arrangements are in place and are beginning to be established to support children's play and learning. Regular and systematic observations are undertaken by the staff and this information is recorded on individual development profiles. There are effective systems in place to support children who require additional support, this includes a Special Educational Needs Co-ordinator (SENCO), implementing Individual Education Plans (IEP) and working with other agencies. Activity plans generally ensure that a broad and balanced range of activities across the six areas of learning are covered at all times. However, routines do not always support children's individual interests and developmental needs, limiting children's play and learning experiences.

Staff have successfully created an environment that values positive behaviour and encourages positive interactions between all the children. All children are able to contribute to secure relationships with staff who give them their full attention when they try to communicate. Staff ensure that they are close by the babies as they settle them into activities and interactions are sensitive and supportive. The older children are particularly interested in the babies, where they instigate 'peek a boo' games and are always eager to help out. Children settle very quickly into activities as staff suitably capture children's imagination and interest. They show a suitable level curiosity in their learning as they enjoying trying out a range of activities and play experiences, for example, the younger children enjoyed exploring the sensory experiences of shaving foam, making patterns and wriggling their fingers in pleasure, encouraging children's imaginations and self-expression.

Children are confident talkers as they talk about events that are meaningful to them, this includes birthdays. The older children are confident in their number work counting up to 10 and beyond. Children's self-expression and imaginations are developed through role play and creative activities that capture their interests, for example, sand, play dough and painting. Children are becoming confident at using pre-school software programmes and they enjoy playing with electronic toys and domestic items. Festivals and traditions such as Diwali and Christmas are celebrated with the children, and parents have been invited into the setting to make Samosas, further developing children's understanding of the wider world. Children enjoy playing outside in the secure garden and they are confident in using the range of equipment such as tricycles, rockers and slide, however, the outdoor area could be further developed to extend children's play and learning.

Children's healthy lifestyles and their understanding of personal safety is developed through staff regularly reminding children to wash their hands when needed, the promotion of healthy snacks and drinks, and children practising fire evacuation procedures. Children move around the physical environment safely and use resources appropriately. Nappy changing is hygienically and sensitively undertaken in an area away from the space used for play or eating. Consequently, children

are developing a suitable understanding of their own personal safety and they are safe and secure at the provision.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

